



# **التعلم والتدريس المدمج من خلال استخدام تكنولوجيا المعلومات في الكتابة الأكاديمية في الجامعة المستنصرية: طريقة منهجية منظمة**

*Blended Learning and Teaching through the Use of  
Information Technology in Academic Writing in  
Mustansiriyah University: A Structured Literature Survey*

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## المخلص:

تهدف هذه الدراسة إلى تسليط الضوء على القضايا الرئيسية المتعلقة بالتعلم المدمج بين الطلاب. واقترح الباحثون إطارًا مفاهيميًا للمفاتيح الرئيسية للتعليم المدمج. وبالتالي، تقدم هذه الورقة مساهمة للدراسات البحثية السابقة المتعلقة باستخدام التعلم المدمج. يهدف استخدام التعلم المدمج في الدراسة الحالية إلى تحسين مهارات الكتابة باللغة الإنجليزية لدى الطلاب، بالإضافة إلى تصوراتهم للتعليم المدمج في مهارات الكتابة الأكاديمية والتحديات التي قد يواجهونها. توفر هذه الدراسة أيضًا مواد واسعة النطاق فيما يتعلق بمجالات استخدام التقنيات المختلفة في التعلم المدمج والفهم المتعمق لتطبيقات التعلم المدمج في فصول الكتابة الأكاديمية.

**الكلمات المفتاحية:** التعلم المدمج، التعلم وجهاً لوجه، التقنيات، أدوات التعلم.

**Abstract:**

This study aims at highlighting the main issues regarding blended learning among students. The researchers proposed a conceptual framework for the main keys of blended learning. Thereby, this paper provides a survey of previous research studies regarding the use of blended learning. The use of blended learning in the current study is to improve students' English writing skills as well as their perceptions of blended learning in academic writing skills, and the challenges they may face. This study also provides extensive materials in relation to the fields of using various technologies in blended learning and in-depth understanding of the applications of blended learning in academic writing classes.

**Keywords:** Blended learning, face-to-face learning, technologies, tools for learning.



## Introduction

Blended learning is the incorporation of face-to-face and computer-assisted language learning (CALL). In other words, Aguilar (2012) mentioned that this term "blended" comes from an integration of traditional face-to-face learning and online learning aided via ICT platforms. Other researchers claimed that blended learning is a system that joins face-to-face classroom teaching with an incorporated use of technology. Besides, it looks like a setting in teaching and learning environments where there is an effective incorporation of varied delivery platforms or models of teaching and learning methods. Thus, blended learning is a method of implementing a strategic and systematic approach to the application of technology merging with the applicable features of face-to-face interaction among lecturers and students.

Various studies have highlighted the rational use of blended learning in technology. For instance, Sharma (2010) mentioned that blended learning is a logical response to the development of previous tendencies that employed teaching methods, aided in some ways by certain technologies. To sum up, the main requirements for blended learning are diverse teaching methods and effective interactions among lecturers and students. Thereby, the main aim of the current study is to use blended learning with various technologies to capture students' interpretations to the source of further learning and discussion. Then, the researchers will consider the main role of certain techniques that can be used as essential types of technology to incorporate with the main principles of teaching blended learning such as mini laptop, social software, and online applications.



## Background of Study

Blended learning can be defined as the use of traditional classroom teaching methods along with the use of online learning for the students who are studying the same content in the same course. According to Garrison (2008), blended learning is a fusion of face-to-face and online learning experiences. In addition to that, there are also blended programmers, in which students study some courses in face-to-face classrooms and other courses that are fully online.

This term can be applied to the practice of learning experiences through using a combination of both face-to-face and technology techniques during the process of teaching and learning. During such a process, students are not required to be physically together in one place, but they can be connected by online communities. For instance, one blended learning course could involve students attending a class taught by a teacher in a traditional classroom setting while also completing online components of the course independently, outside of the classroom, on an online learning platform.

Classroom instruction time may be replaced or augmented by online learning experiences, and online learning can include varying degrees of interaction or just time alone in independent study and learning activities. However, in a quality blended learning experience, the content and activities of both in-person and online learning are integrated with one another and work toward the same learning outcomes with the same content. The various learning experiences are synthesized, complement each other, and are planned or orchestrated to run in parallel.

Many scholars have outlined various ways in which blended learning enhances language teaching based on the findings of their studies. For example, Mohamed (2024) suggested that language teaching is a challenging



process as facilitators prefer teaching methods, which usually have the best learning outcomes. Within the same context, Wang (2009) asserted that one of the main advantages created by blended learning is supported by different methods of language instruction. Therefore, the purpose of their study is to ensure that teachers had a clear understanding of what benefits each method may contribute in blended learning.

### **Applying Blended Learning in Teaching Writing**

Making the learner the center of educational activities is what educators have been aiming for and using different teaching methods to materialize. The combination of organizing in-class activities and online teaching brings many benefits to both teachers and students. The first benefit that blended learning brings can be mentioned is the students' active and creative initiative in learning writing. Learners can access many resources under the teachers' guidance and support to improve their writing skills. Meanwhile, blended learning can provide teachers with different ways to manage their class sessions outside of class time such as via email, social networking sites, or other classroom management tools like Google Classroom. So that learners can exchange with teachers and other students to comment and correct their partners' essays. As a result, learners can enhance interactions with teachers and students through classroom sessions and online classroom activities. Blended learning can help to increase students' learning time and thus make learning more effective.

### **Principles of Blended Learning**

Considerable previous research studies shed light on the main features and principles of blended learning. Dangwal (2017) claimed that there are various principles of blended learning as follows:



1. **Students have the option of the two modes:** Students in blended learning can choose either the traditional mode of classroom teaching where they can get personal interaction with the teacher and their classmates. This depends on the nature of content and objectives being targeted.
2. **Teachers are well-versed with both the modes:** It is a very essential feature of blended learning that teachers are very dynamic to work efficiently in both traditional classroom format and ICT-supported format. They will be well-equipped in using traditional methods and other modern technologies.
3. **Students get face-to-face interaction as well as they interact in virtual space:** Students get sufficient time to interact with other students pursuing the same course. They can interact with them inside the college campus and also in virtual space.
4. **Students get full experience in using new technology:** The present century is the century of ICT. Today all professions demand expertise in ICT, so blended learning helps to make students' ICT experience rich. Students involved in blended learning get the ability to exploit available technologies to their full benefit.
5. **Students get training in different life skills:** Life skills are needed to lead a happy, peaceful, and successful life. The major life skills are empathy, decision-making capability, love, patience, communication, self-management, and critical thinking. Blended learning helps the students to practice these skills.



### **Advantages of Blended Learning**

Although the importance of blended learning in various types of studies, there are both pros and cons for the use of such learning. For example, Mukhtaramkhon (2022) expressed that blended learning is a practice that offers more flexibility in the learning process. It allows for various learning activities, teaching methods, and student groupings. In other words, blended learning offers flexibility in terms of time and location. Students can access online materials anytime and anywhere, which can be an easy way to do works or family responsibilities (Heilporn, 2021). Another benefit is that students enjoy a combination of face-to-face and online learning with great engagement. Besides, blended learning provides students time to work with faculty staff as lecturers are able to connect with them individually via technology.

### **Disadvantages of Blended Learning**

Unlike the success of implementing blended learning in many fields of studies, it could have some disadvantages in technical issues. Mustafa (2023) highlighted the main issues or negative aspects of blended learning. Firstly, technical issues are significant disadvantages of blended learning due to the heavy reliance on technology. Other aspects include the self-paced nature of online learning that requires a high level of self-discipline, which can be challenging for some students. Furthermore, it requires students to manage their own time effectively. They need to plan their study schedule and set their own goals. Thus, this type can be one kind of obstacle for students who are used to structured classroom settings. Misconceptions are other challenges in blended learning. Online learning materials can be complex and difficult to understand, especially for subjects that are





conceptually challenging; therefore, students may misunderstand the material and develop misconceptions.

In spite of the aforementioned problems/drawbacks of blended learning, blended learning can provide an effective and engaging learning experience. Also, it may provide constructive feedback, create an online learning environment to minimize distractions, and facilitate effective online communication.

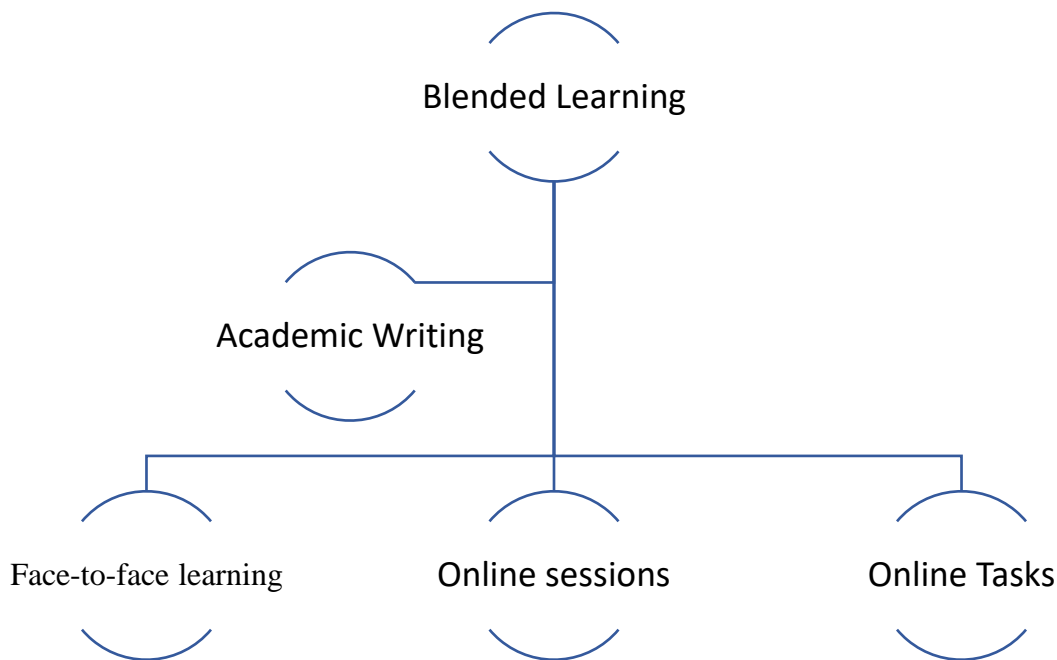
### **Techniques in Information Technology**

Helenowska-Peschke (2017) clarified that video recording has an important role in the concept of blended learning. It also provides a complete and efficient way that text-to-picture instructions. Besides, other sufficient programs like Computer-Aided Design (CAD) are considered the basic of teaching in online learning. Another program is website layout, which is an online content that provides a clear picture for the students of what is meant to be taught and learned during the course.

Various courses are used to help students in their online learning, like hybrid courses. During these courses, the use of computer techniques is much needed, especially in laboratory classes. With the assistance of the teacher, the students familiarize themselves with the appropriate tools for various tasks such as drawing, modeling, and post-processing in various applications. Many software applications are discussed within the context of the learning process. During lab instruction, the students receive plans, sections, and elevations with dimensions to help them with their learning. At the end of the class, files are uploaded to students' academic accounts on the platform for final assessment. Furthermore, online teaching and learning contents and tasks are made available for registered participants.



Moreover, some researchers like Hwa (2012) claimed the importance of using group collaboration and multimedia. Students can use such a tool or instruction during blended learning to be connected with each other, deepen their learning, and clarify any topics they face as a challenge. Besides, this type of course is the best way.



**Figure 1:** Proposed Conceptual Framework for Using Blended Learning

## Conclusion

Blended learning is defined as the combination of face-to-face classroom instruction with online learning within a course or program. It includes a wide range of variations that are suitable for students' needs and the contexts of a school or college. One main concept is that blended learning is not just the addition of some technological features to an existing course, but it is an integrated plan, which applies the best of both face-to-face and online learning activities.



Therefore, further research studies could be extended to consider more methods and frameworks for developing effective and efficient blended learning.



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